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ABSTRACT

The Chinatown Manpower Project continued as the education partner in a Workplace Literacy Program (WLP) for the Chinese garment workers in New York City. Local 23-25, Union of Needletrades, Industrial and Textile Employees, was the union partner; the Greater Blouse, Skirt & Undergarment Association, Inc., and the Continental Garment Manufacturers Association of Greater New York were the industry partners. From July 1996-December 1997, the program completed three 18-week training cycles, each composed of 50 hours of instruction in garment-related English and English as a second language (ESL). The instruction was designed to do the following: upgrade the literacy level of Chinese garment workers; improve their English communication skills in their daily lives and at the workplace; improve their understanding of their work, rights, and benefits; provide academic and vocational counseling services and referrals; and enhance job productivity and job opportunities. SinoVision, a Chinese television station and production company, produced and broadcast a series of 27 bilingual garment-related lessons to serve workers at their homes within and outside the New York metropolitan area. Program accomplishments included the following: continued validation and refinement of the existing WLP curriculum; provided ESL/job-related English classes to 191 workers; and provided basic skills/job-specific English classes to upgrade skills of 194 workers; and retained 85 percent of graduates. (Appendixes contain publicity materials; lesson plan; pretest; evaluation instruments; and correspondence.) (YLB)

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ED 426 209

FINAL PERFORMANCE REPORT OF THE NATIONAL WORKPLACE LITERACY PROGRAM (NWLP) AT CHINATOWN MANPOWER PROJECT, INC.

(AWARD NUMBER: V198A40086-96)

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I. Program Overview

Chinatown Manpower Project (CMP), the education partner, in conjunction with the **Local 23-25** (Sportswear & Blouses) of **the Union of Needletrades, Industrial and Textile Employees (UNITE)** the union partner, **the Greater Blouse, Skirt & Undergarment Association Inc.,** and the **Continental Garment Manufacturers Association of Greater New York (CGMA)**, the industry partners, continued to deliver a quality Workplace Literacy Program (WLP) for the Chinese garment workers in New York City.

The program was re-funded by the US Department of Education from 1/1/95 to 12/31/97 for a period of 3 years. In the 7/1/96 to 12/31/97 reporting period, the program completed three 18-week training cycles. Each comprised of 50 hours instruction of garment-related English and ESL which aimed at:

i) Upgrading the literacy level of the Chinese garment workers;

ii) Improving the workers' English communication skills in their daily life and at the workplace;

iii) Improving the workers' understanding of their work, rights and benefits;

iv) Providing academic & vocational counseling services and referrals;

v) Enhancing job productivity and job opportunities.

In addition, CMP solicited the support from SinoVision (a Chinese TV station and production company) to produce and broadcast a whole series of 27 bilingual garment-related lessons twice a week

to serve additional Chinese garment workers at their home within and outside the New York metropolitan area.

II. Partners' Participation

Strong participation and commitment have been successfully secured from our partners, through the representation of Ms. May Chen (Asst. Manager/Education Director of Local 23-25, UNITE), Mr. Aaron Adler (Director of Job Development, Garment Industry Development Corporation [GIDC]), Ms. Linda Dworak (Director of Education & Training of GIDC), Ms. Maureen LaMar (Brooklyn Education Director of Consortium for Worker Education), as well as Mr. Paul Lau (former General Manager of the Greater Blouse, Skirt, and Under-garment Association and the current Managing Director of Sportswear Apparel Association, Inc.).

These partners also serve in the Private Sector Advisory Board. Quarterly advisory meetings were held on 9/18/96, 1/31/97, 3/20/97, 8/20/97 and 12/17/97. Telephone conferences were made whenever necessary to seek for advice and guidance. Program progress reports were given to advisory board members. The advisory board members are very supportive and helpful in providing us with constructive comments and guidance on: a) recruitment & intake of participants; b) curriculum development and revision; c) referral of graduates for further studies or jobs in the garment field; d) future planning and implementation of the program, and e) comments and guidance on the production of TV garment-related broadcast lessons. Special appreciation should be given to Ms. Linda Dworak who is always available to share her valuable experiences in

working with the garment workers and to comment on our scripts of TV broadcast garment-related English lessons. Ms. Dworak also joined with the director to attend the mandated NWLP conference in Milwaukee in April 1997. In addition, Ms. May Chen is always supportive and helpful in guiding our program and giving comments on our scripts of TV lessons. Mr. Paul Lau, the Managing Director of Sportswear Apparel Association always referred factories for our shooting of TV broadcast lessons. Despite Mr. Lau's busy schedule, he also made himself available to be interviewed by the researchers from Mathematical Policy Research, Inc. (MPR) and its subcontractor COSMOS for the in-depth study of the project.

Strong cooperation could also be secured from the SinoVision (a Chinese cable TV station and video production company) which has produced and broadcast our first series of 15 bilingual (English & Chinese) garment-related video lessons three times a week on a cable TV station and on a public TV channel from 9/19/95 to 12/29/95. Due to a tremendous response, the program has been repeated twice weekly from 2/27/96 to 9/20/96 via its channels. The second series of 12 bilingual TV broadcast video garment-related English lessons were produced in 1996 and broadcast twice a week by SinoVision from October 1996 to December 1996. Upon request of viewers, the new series ere repeated from January 1997 to March 1997. The whole series of 27 video garment-related lessons received generally favorable response from viewers especially garment workers.

III. Actual Program Accomplishments Compared to Proposed

Objective

The following objectives were proposed for the first year (1995) of our 3-Year Project. A complete proposal for the second Year (1996) and the third Year (1997) was never required.

Objective 1: To further develop, validate, refine the existing WLP curriculum based on in-depth job-task analyses and input from WLP partners, workers, supervisors and employers.

Accomplishment: Our curriculum developer continued to validate and refine the existing WLP curriculum via her visits to factories to conduct in-depth job-task analyses. Through comments and recommendations from advisory meetings and input from the current participants, garment workers, employers and advisory board members, our existing teaching materials have been constantly revised to meet the changing needs of the market. In addition, she has frequently visited the Literacy Assistance Center, Inc, to obtain updated resources for ESL, test materials and teaching methodology. Her role has been critical in the video production of the new series of twelve job-related English lessons. Based on her extensive knowledge of our curriculum, she provided much insight and guidance in the development and the editing of the script. Furthermore, with input from the researcher of COSMOS, a sub-contractor of Mathematica Policy Research, Inc. (MPR), which is the U.S. Dept. of Education 's research contractor, our curriculum developer has developed new versions of the skill competency assessment tests to assess applicants' job skill level, participants' level at the beginning and at the end of the cycle in

order to assess their gain in skill competency level after 50 hours of instruction in a cycle.

Objective #2: To provide ESL/Job Related English classes to 120 adult garment workers to improve their survival English, daily usage of the language, and job-related English competency.

Accomplishment: Within 18 months of 7/96 - 12/97, we provided 9 ESL/Job Related classes of 3 different ESL levels to **191** adult garment workers at CMP to improve their survival English, daily usage of the language, and job-related language competency. We exceeded in this objective again by serving 11 more adult garment workers (191-180) within 18 months.

Objective #3: To provide Basic Skills/Job Specific English classes to 120 adult garment workers (within a year) to upgrade their job-related English competency, communication skills, knowledge of regulations and benefits.

Accomplishment: Similarly, we were required to provide Basic Skills/Job Specific English classes to 120 adult garment workers within a year. However, due to the great demand from the graduates of the program, in 3 cycles of the last 18 months (7/96 - 12/97) of our 3-year grant, we provided 9 Basic Skills/Job Specific English classes of 3 levels to **194** adult garment workers (including 76 retained students) to upgrade their job-related English competency, communication skills, knowledge of regulations and benefits. We exceeded in this objective again by serving 14 more adult garment workers in the B.S. Level Class.

Objective #4: To retain 25% graduates to advance to the next level of studies. For example, graduates completing ESL/Job Related

English Level I and showing satisfactory progress in exit tests, may be retained.

Accomplishment: At the end of each cycle, about 85% of our graduates wished to be retained for the next level of studies. We retained 34 graduates in the first cycle of Yr 2 Project (2/24-6/30/96), this represents 12 more participants than the proposed 25% 22 graduates (25% of 87 graduates completed in the previous cycle. At the end of the first cycle of Yr 3 Project (2/22/97 to 6/29/97), we retained 42 graduates, 13 more than the 29 graduates (25% of 114 graduates completed in the previous cycle), to advance to the next level of studies in the following cycle. We exceeded in this objective.

Objective 5: To develop twenty garment-related video tapes, materials and self test to enhance classroom instruction and to allow participants to make up missed lessons at home.

Accomplishment:

This was the objective made in 1995 to produce twenty video lessons. We worked closely with SinoVision to produce 15 video garment-related video lessons in 1995 and were first broadcast by SinoVision from 9/95-12/95. The video lessons received favorable response from viewers especially garment workers. After negotiation, we were required to produce another series of 12 video garment-related lessons in 1996. In this respect, we achieved this objective.

Comments and support could still be solicited from the advisory board for script writing, locating the site factories for shooting, screening the actresses/actors. Special thanks should be

extended to Garment Industry Development Corporation, Local 23-25, of UNITE and Sportswear Apparel Association Inc. and many other organizations and garment factories for their full support and assistance in the production.

These lessons focused on the English job specific terminologies and communicative skills. The topics of the completed twelve TV broadcast video garment-related lessons during this reporting period are as follows:

Episode	16	Colors & Patterns
	17	Garment-Related Tools & Sewing Machine Attachment (Part I)
	18	Garment-Related Tools & Sewing Machine Attachment (Part II)
	19	Safety at Work
	20	Health at Work
	21	Workers' Benefits
	22	Workers' Rights
	23	Reading a Pay Stub
	24	Job Search
	25	Job Application Form
	26	Job Interview
	27	Talking with Co-Workers

These video garment-related lessons and supporting materials were used to enhance classroom instruction and reinforce what has been taught. Scripts and self tests were developed and made available to participants and viewers to pick up to study at home. By the end of March 1997, there was a total of 1,285 registered

viewers who came to pick up the materials for self study. We achieved this objective.

Objective #6: To broadcast job-specific English lessons to promote the WLP as well as to recruit participants. The broadcast lessons can reach a possible audience of 20,000, of which an estimated 100 will become "registered viewers" for tracking purposes in the 4 months broadcasting period.

Accomplishment:

We worked very hard and closely with SinoVision to produce a new series of 12 job-specific English video lessons in 1996. News release to Chinese newspaper and weekly journals, advertisement on SinoVision, and announcement were made at Sinocast and Chung Wah Commercial Broadcasting Co. about the information of these video lessons and their broadcast schedule. Both are Chinese cable radio stations in New York City. Sinocast can even reach all major cities of the United States and even Canada. The "Literacy Update", newsletter of The Literacy Assistance Center, and the newsletter of GIDC also published the information and broadcast schedule of our video lessons (Appendix A, B). The very good response and coverage from the mass media and via other channels have generated significant interest within and outside our community.

The first series of 15 job-specific English lessons were broadcast by SinoVision via its network on channel 30 (Manhattan cable TV) and channel 31 (public channel WNYC) for three times a week from 9/19/95 to 12/29/95. These 15 lessons were repeated from 2/96 to 9/96. WNYC-Channel 31 reaches Queens, Brooklyn, Manhattan,

Staten Island, Bronx, Long Island, parts of Upstate New York, New Jersey, Connecticut, and Pennsylvania. SinoVision's viewership on WNYC-Channel 31 is potentially **17 million** households in the 50 mile radius of the New York tri-state area. SinoVision also broadcasts on cable television, MCTV-Channel 30. It has a viewership of **100,000.** After sale of New York City owned WNYC TV channel 31 to ITT/Dow Jones on 5/10/96, SinoVision completed its programming with WNYC TV channel 31 by the end of June 1996 and moved to WMBC channel 63 New Jersey starting from July 1996. Our video lessons (episode 1 - 15) were broadcast on channel 63 from 7/1/96 - 7/21/96 very Saturday evening, and on channel 30 (Manhattan Cable TV) every Friday evening. The new series of 12 video lessons (episode 16 - 27) were first broadcast from 9/96 to 12/96 via SinoVision's network on Crosswalks 73 and MCTV 30 every Tuesday and Friday evenings. Rerun of episodes 16 - 27 commenced from 1/97 to 3/97 on Crosswalks 73 and MCTV 30 every Tuesday and Friday evening respectively. Channel 30 covers southern Manhattan of New York City which has an estimated Chinese population of over 100,000. Crosswalks cable TV Network covers the five boroughs of New York City. The total Chinese population of New York City is estimated to be over half a million (based on 1980 & 1990 U.S. Census). There is no doubt that the broadcast lessons reached more than 20,000 people. Within the whole broadcast period from September 1995 to March 1997, there was a total of **1,285 viewers** registering for original scripts and self tests. Additionally, there were 39 registered viewers from New Jersey, 1 from Connecticut and 3 from Long Island. We met this objective.

Objective #7: To provide on-going educational and vocational counseling for participants. Information on and referral to vocational training institutions, such as the CMP clerical training or computerized marking and grading skills training at the Garment Industry Development Corporation. Educational counseling will help those facing learning difficulties at the WLP and those interested in applying to high school, college and for scholarships and student loans.

Accomplishment: Our part-time counselor provided ongoing educational, vocational counseling and referral services. The counselor gave information on further education, such as the Super Sewers' Class at Garment Industry Development Corporation, free job training programs, ESL and GED classes at different organizations in addition to helping participants in resolving any personal problems that arose. The counselor also conducted workshops on "How to Adjust to the American Society and Its Work Culture", "Child Care and Nutrition" and "How to Prepare for a Job Interview".

Objective #8: To conduct follow-up to assess the impact of the WLP on the graduates 90 days after completion of the program. The follow-up would include documentation of their job improvement and progress at the workplace or other outcomes, i.e., enter vocational training program or other jobs.

Accomplishment: A detailed 90-day follow up for the graduates of the three cycles were conducted by our part-time counselor mostly via telephone. Please read Appendix C for the Follow-up Form). Highlights of the follow-up results were listed as below:

a) 100 percent of the graduates of the three cycles responded that they had more understanding of the garment work after completion of the program.

b) 98 percent of the graduates responded that they gained more confidence at work.

c) 90 percent of the graduates responded that their improved English from the program help them generally.

d) 22 percent of the graduates reflected that job advancements in terms of getting a better job, having salary increase, or promotion.

e) 100 percent of the graduates responded that they understood more about safety rules and health at work, and also understood more about their rights and benefits.

f) 4 graduates attended Super Sewers' class at Garment Industry Development Corp (GIDC). 2 graduates entered a full-time Pattern-Making job training program at Chinese-American Planning Council (CPC). 6 graduates attended garment-related courses such as draping and pattern making at Fashion Institute of Technology (FIT). 5 graduates attended a job skill (bookkeeping) training course at Public Business Institute (PBI). 35 graduates continued to study English and other courses at various institutions. In sum, 35% of the graduates responded that they continued to study after completion of our program.

g) 95 percent of the graduates responded that they would like to study in the program again. Those responded that

they would not study in the program again were mostly retained students, and wished to pursue more advanced level of studies in other institutions.

We achieved this proposed objective.

IV. Schedule of Accomplishments

A) Start-up Period

There was no start up period as the program was carried on smoothly from the previous period.

Promotion, Outreach, Recruitment & Intake of Participants

In June 1996, press releases were sent to various media to inform the Chinese community of the new cycle of the Workplace Literacy Program at Chinatown Manpower Project and our participation in the in-depth study of the national evaluation. The release also included information on registration of applicants to the program. Aside from various newspaper, radio and Chinese TV outlets, program information was also sent to Local 23-25 of UNITE, GIDC, the Greater Blouse Association and major social service agencies. Flyers (Appendix D) were also posted in the bulletin boards of garment factories, and given to hundreds of students at CMP.

Recruitment of Qualified Personnel

No new staff was hired as all of the qualified personnel were incumbents from the previous period.

Literacy Audits, Curriculum Revision & Adaptation

The curriculum developer conducted numerous job task

analyses whenever necessary and refined literacy audits at various garment factories. She also continued to research for additional garment-related educational resources, however, most were found to be limited in the bilingual format. Based on the job task analyses, the feedback from the advisory members, instructors and participants, the curriculum developer refined our existing curriculum, visual aid teaching materials, and customized lesson plans (Appendix E) to meet the special needs of our participants.

The curriculum developer also worked closely with a researcher from COSMOS (subcontractor of Mathematica Policy Research) to develop and produce a set of more effective applied performance assessment test, namely Job-Specific Literacy Assessment garment-related written test (pre-test & post-test) as shown in the Appendix F and G.

Program Planning & Coordination

Since the beginning of the program, regular program meetings were held for program planning, coordination and management. The director, curriculum developer, the part-time counselor, the part-time ESL/Basic Instructors, the Intake Specialist/Secretary cooperated and worked well in the program. Regular staff meetings and weekly telephone conferences with the weekend staff ensures good program coordination and communication.

B) Program Operation Period

(the last 18 months of the 3-Yr Grant Project)

During the program operation period, a total of 18 classes were provided in three separate cycles of 18 weeks each. The classes were held on weekends (3 hours per class per weekend

day) at Chinatown Manpower Project. (Please see a sample of our class schedule in Appendix H).

Statistics for Recruitment, Attendance and Retention of Participants

As we were selected to be one of three in-depth study (IDS) components for the national evaluation of the NWL programs in 1996, selection criteria for the applicants was heavily based on applicants' willingness to participate in the study and the random selection done by MPR. We had a good number of applicants who just refused to continue registration after we asked them to sign the consent form to participate in the study. It was because they might not feel comfortable in giving so much personal information to be studied and followed up. Selection criteria was also based on applicants' entrance test scores on the John Test (an oral English proficiency test). Scores are usually between 18 to 65, scores on a simple garment-related written test, and the applicant's motivation, availability and commitment to attend and complete our scheduled weekend classes. Since we have participated in the IDS, the intake procedure has been as follows:

1. When an applicant came to apply to the program, the secretary/intake specialist explained the program and IDS to the applicant. He/she was asked to sign a consent form in Chinese to assure that s/he had agreed to participate in the in-depth study.

2. The applicant completed a bilingual (Chinese/English) IDS Baseline Data Form.

3. The applicant completed our program application to indicate his/her available time to attend our program in the

weekends.

4. Applicants were instructed to come back on a certain date for the entrance exams, the John Test (oral English proficiency test), and a garment-related literacy test used for placement and or pre/posttest purposes.

5. Program staff transferred assessment scores to an "Eligible Worker Selection Form" and forwarded this information to MPR for their random selection of applicants to study in the program, and the control/delay group to be held until next cycle for them to join in the program.

6. Students who placed in one of the three Basic Skills level classes (highest 3 levels), took the New York State Placement Test, an oral English proficiency test.

7. Upon completing the cycle (18 weeks), all participants re-took the garment-related literacy test, and/or applied performance assessment tests for IDS, John Test and NYS Placement Test to assess their gains. Participants were also instructed to fill out IDS Follow Up Form for study by MPR.

During the first cycle of 7/20 - 11/24/96, there were 149 new applicants for the program within 19 days of recruitment. All the completed necessary documents were sent to MPR for random selection. Of the 149, 71 applicants were randomly selected to be in a control/delay group. Subsequently, 131 (including 34 retained participants from the previous cycle, i.e. the 1st cycle of the Year-2 Project) were accepted into the six different levels of ESL or Basic Skills classes. Of the 131, 120 (92%) completed the cycle with less than 5 times of absences, and

46 participants attained perfect attendance. 108 graduates (90% of 120) chose to continue. However, we were required to serve as many new workers as possible, therefore, no graduates were retained from this cycle.

During the second cycle of 2/22 - 6/29/97, there were 173 new applicants within 3 weeks of recruitment. A total of 150 applicants showed up for the entrance tests. 20 applicants from the control group came back for registration. Subsequently, 124 participants were placed into six different levels of ESL or Basic Skills classes. Of the total 124 participants, 114 (92%) completed the cycle with less than 5 times of absences, and 47 attained perfect attendance. 103 graduates (90% of 114 of program completers) wished to be retained in the following cycle. Finally, 42 of the 103 graduates (41%) were retained.

During the third cycle of 8/9 - 12/21/97, there was a total of 128 new applicants. We were able to place 130 participants (including 42 retained from the previous cycle and 17 applicants from the control group) into six different level classes. Of the 130 participants, 108 (83%) completed the program with less than 5 times absences, and 65 participants (mostly retained participants) attained perfect attendance.

In sum, a total of 385 participants (including 76 retained participants) were served, of which 342 participants or 89% completed at least 50 hours to 100 hours of instruction with less than 5 time of absences. We served **20 more** participants than the 360 (including retained participants) originally proposed in a 18-month period.

For these three cycles, there was a total of 43 participants who dropped out the program before the 7th week of the cycle and never came back again. With regard to the 43 participants who dropped out, reasons reported for their withdrawal are as follows:

Reasons	**Number of Drop Outs**
Conflict with work time or Heavy Workload	21
Family/Health Reasons	10
Child care/Transportation problem	3
Left job/Moved from area	3
Cannot Catch up in Class	3
Unknown	3

V. Characteristics of Participants and Outcomes Achieved by Participants

Among the 385 participants (including 76 retained participants) enrolled during this reporting period of 7/1/96 - 12/31/97, all participants completed the details of the learner enrollment forms as required by the in-depth study. The characteristics are as follows:

Gender: Female participants = 359 (93.2%)
Male participants = 26 (6.8%)

Ethnicity: Asian (most probably Chinese) = 385 (100%)

Birth Place: Not born in the US = 385 (100%)

Age:	Under 20 = 1 (0.3%)	21-30 = 47 (12.2%)
	31-40 = 153 (39.7%)	41-50 = 141 (36.6%)
	over 50 = 43 (11.2%)	
Use of English	English is **not** most spoken at home = 385 (100%)	
Education:	**In the US**	
	No schooling = 189 (49.1%)	
	1 - 5 years = 185 (48.0%)	
	6 - 8 years = 5 (1.3%)	
	9 years = 1 (0.3%)	
	10 years = 4 (1.0%)	
	11 years = 1 (0.3%)	
	In Any Other Country	
	No schooling = 3 (0.8%)	
	1 - 5 years = 25 (6.5%)	
	6 - 8 years = 93 (24.1%)	
	9 years = 83 (21.6%)	
	10 years = 84 (21.8%)	
	11 years = 33 (8.6%)	
	12 or more yrs = 64 (16.6%)	
English Ability:	**Read English**	Poor = 141 (36.6%)
(Self Rating)		Fair = 229 (59.5%)
		Good = 15 (3.9%)
	Understand English	Poor = 151 (39.2%)
		Fair = 222 (57.7%)
		Good = 12 (3.1%)
	Speak English	Poor = 189 (49.1%)
		Fair = 188 (48.8%)

		Good = 8 (2.1%)
	Write English	Poor = 258 (67.0%)
		Fair = 119 (30.9%)
		Good = 8 (2.1%)
Employment:	Employed = 288 (74.8%)	
	Not employed = 97 (25.2%)	

Earning of the 288 employed/temp. layoff participants:

Below Min. Wage = 48 (16.7%)

Min. wage - $6 = 101 (35.1%)

$6 - $7 = 37 (12.8%)

$7 - $8 = 29 (10.1%) over $8 = 73 (25.3%)

Job Positions held by the 288 employed/temp. layoff participants

Seamstress/Seamer	134	(46.5%)
Merrow Machine Operator	25	(8.7%)
Sample Maker	65	(22.6%)
Supervisor/foreperson	5	(1.7%)
Sorter	3	(1.0%)
Button Machine Operator	2	(0.7%)
Quality Controller	11	(3.8%)
Pattern Maker	5	(1.7%)
Hemmer	5	(1.7%)
Presser	5	(1.7%)
Cutter	6	(2.1%)
Finisher	3	(1.0%)
Others	19	(6.7%)

Number of Work Hrs Less than 25 = 18 (6.2%)

Per Week	26 - 30	= 37 (12.8%)
	31 - 35	= 50 (17.4%)
	36 - 40	= 124 (43.1%)
	over 40	= 59 (20.5%)
At Job	Read instructions	Yes = 118 (41.0%)
		No = 170 (59.0%)
	Receive instructions in English	
		Yes = 112 (38.9%)
		No = 176 (61.1%)
	Speak English	Yes = 128 (44.4%)
		No = 160 (55.6%)
	Write in English	Yes = 54 (18.8%)
		No = 234 (81.2%)

The Ten Expected and Actual Outcomes Achieved

1. **Expected Outcome:** Enroll 200 participants in the first year of the grant period as determined by enrollment record, 240 in the second year, and 240 in the third year, a total of 680 participants in the 3 Year Project.

Actual Outcome: In the first year of the 3 year grant period, we enrolled 225 participants into the program, in the second year, we enrolled 246 participants; and 254 participants were enrolled for the last year of the 3 year project in 1997. There was a total of **725 participants** (including 174 retained participants) attended our classroom instruction from 1/1/95 - 12/31/97. This exceeded our expected outcome by serving **45 more** participants.

2. **Expected Outcome:** At least 25% of those enrolled will be

retained participants and continue to next cycle as determined by attendance records.

Actual Outcome: At the end of the first cycle of the second year of the 3 year grant period, **34 graduates** were retained (12 more than the proposed 25% of 87 graduates for the cycle of 2/24 - 6/30/96) to advance to the next level of studies. At the end of the first cycle of the third year of the 3 year project (2/22 - 6/29/97), **42 graduates** were retained (11 more than the proposed 25% of 124 graduates in the previous cycle of 2/22 - 6/29/97) to advance to the next level of studies in the next cycle. This exceeded our expected outcome.

3. **Expected Outcome:** 75% of all program participants will complete at least 50 hours of literacy training as determined by attendance records.

Actual Outcome: In 3 cycles (7/20/96 to 11/24/96, 2/2/97 to 6/29/97, 8/9/97 to 12/21/97) of this reporting period, there was an average of 89% of all participants completed at least 50 hours of literacy training. From 1995 - 1997, there was an average of 82% of participants completed at least 50 hours of literacy training. We exceeded our expected outcome.

4. **Expected Outcome:** 70% of the ESL participants will attain an increase of 20 points after each 50 hour cluster of instruction based on the "John Test" and will obtain an increase of at least 30 points on the garment-related written test.

Actual Outcome: Due to the low English proficiency of the ESL participants in the three cycles of this reporting period, only 48% of ESL participants attained an increase of at least 20 points

on the John Test after 50 hours of instruction. However, 83% of the ESL participants attained an increase of at least 10 points on the John Test. Besides the John Test, a garment-related written test was designed and given to the participants to assess their literacy gain in garment-related English. In this respect, **86%** of ESL participants attained an increase of at least 30 points, after each 50 hours of instruction, on the garment-related written test. This result exceeded the latter part of the expected outcome but did not meet the first part of the expected outcome.

5. **Expected Outcome:** 70% of the Basic Skills participants will attain one grade level after each 50 hour cluster of instruction based on "NYS Place Test" and will obtain an increase of at least 30 point on garment-related written test.

Actual Outcome: Based on the "NYS Place Test", **88%** of the Basic Skills participants of the three remaining cycles attained one grade level after each 50 hour cluster of instruction. **73%** of the Basic Skills participants obtained an increase of at least 30 points on garment-related written test. These results exceeded our expected outcomes.

6. **Expected Outcome:** At least 25% of participants will be referred for vocational training or higher education or jobs after 100 hours of instruction as determined by letters of acceptance from institutions of training or of higher learning or copy of check stub.

Actual Outcome: To date, 4 participants entered GIDC's Super Sewers' Class, 2 participants entered a full-time Pattern-Making job training class at CPC. 6 participants studied courses

such as Draping, Pattern Making and Sewing Machine Repairing at FIT. 5 other participants attended job skill training classes at the Public Business Institute. In total, 17 participants were referred to higher education or vocational training programs. This expected outcome is not met.

7. **Expected Outcome:** At least 70% of the participants will achieve a score of "7" or better on the supervisor's evaluation which includes increased productivity levels, reduction in errors, added job responsibilities, attendance and job retention.

Actual Outcome: In 3 remaining cycles, **76%** of the participants achieved a score of "7" or better on the supervisor's evaluation. This included rating for increased productivity level, reduction in errors, attendance and job retention. This exceeded our expected outcome. (Please see Appendix I for further details of the outcome statistics).

8. **Expected Outcome:** At least 70% of the participants will give themselves a score of "6" or better on the Participants Feedback forms; the score will be adjusted for cultural modesty, e.g. the "6" will be interpreted as an "7".

Actual Outcome: In 3 cycles, **95%** of the participants gave themselves a score of "6" or better on the Participant's Feedback form. This included rating for making a progress in learning garment-related English, understanding more English instructions at the workplace, and having a more positive attitude toward their job. This exceeded our expected outcome. (Please see Appendix J for further details of the outcome statistics).

9. **Expected Outcome:** 20 video tapes, related materials and a

self test on job specific lessons will be developed in the first 8 months of the grant period. These lessons will be broadcast in the last 4 months.

Actual Outcome: As explained previously, after negotiation, within the first and the second year of the 3-Year project, a total of 27 episodes of garment-related TV broadcast video lessons were produced. These lessons are about 10 - 15 minutes in length. The lessons usually begin with a hostess introducing basic garment-related English terms. It is then followed by a real life story incorporating the new vocabulary and their usage. Finally, at the end of the lesson, there is a review of the garment-related terminologies. To facilitate the learning process, all of the lessons have English and Chinese subtitles. Supporting materials of scripts and self tests were developed and made available for viewers to pick up at CMP. These 27 garment-related TV broadcast video lessons were produced and broadcast by SinoVision via its channels from September 1995 until March 1997, and received favorable response from general viewers, garment workers and teaching professionals in the field. This expected outcome has been met.

10. Expected Outcome: At least 25% of the estimated 100 registered viewers of the TV Broadcast lessons will complete the self test. (Figures are estimated within 4 months broadcast period).

Actual Outcome: During the whole broadcast period from 9/19/95 to 3/28/97, we recorded **1,285 registered viewers.** This figure far exceeded our expected outcome. Among these 1,285

registered viewers, there was an estimated of about 150 viewers who came to our office weekly to submit their completed self test and to obtain the following lesson's self test.

VI. Dissemination Activities

During this reporting period of July 1996 to December 1997, our customized contextualized curriculum materials named "From Theory to Practice: A Set of Garment-Related Curriculum" and the two booklets of 100 garment-related bilingual radio broadcast continued to be popular. We have received a lot of positive feedback from the local and out-of-state educational organizations. (Please see Appendix K, L, M, N).

In August 1996, the director also took an active role in disseminating the materials by travelling to Los Angeles and San Francisco. The director went to 12 different garment factories in Los Angeles. She introduced and disseminated about 150 copies of the bilingual (English & Chinese) garment-related booklets and audio-taped lessons directly to the workers and their supervisors or employers at the factory. The Chinese garment workers were very excited and happy to receive the free materials. Some other Hispanic workers were also happy and eager to get the materials. The director also had a meeting with Ms. Miyo Koyamatsu, the Asst. Principal of Evans Adult School in Los Angeles, and Mr. Chan, supervisor of Chinese Newcomers Service Center in San Francisco to introduce our materials to them.

Strong effort has been made to get free broadcast time at the radio and TV stations in San Francisco and Los Angeles to broadcast our audio-taped and video-taped garment-related lessons in the west

coast. However, no free broadcast time could be secured in San Francisco or Los Angeles, though the managers responded favorably towards our audio-taped and video-taped lessons after examination.

Through the referral of our union partner, the director could meet with one of the managers in the Union of Needletrades, Industrial and Textile Employees, AFL-CIO, CLC in San Francisco to introduce our curriculum materials to her staff and workers. She was very interested in our computerized lessons. Subsequently, the director was referred to introduce all our curriculum materials to the Garment 2000 in San Francisco (Appendix K).

Despite the severe snow storm in Cleveland, the director and curriculum developer were able to conduct a seminar to introduce program curriculum materials to educators in the workplace literacy field in the "Work-Based Learning and Literacy: The Cornerstones of America's Workforce" conference, on November 11, 1996 in Cleveland. (Please refer to the second page of Appendix K). A sample of TV garment-related broadcast lesson was shown and received good response from the seminar participants. Computerized job-specific lessons were also demonstrated in a computer notebook at the seminar. Discussion was also made.

In April 1997, the director attended the NWLP mandated conference and Workplace Learning Conference in Milwaukee with Ms. Dworak of GIDC to disseminate materials at the display area. About 120 sets of audio-taped job-specific materials were picked up.

From late June to early July 1997, the director took an active role again to travel to Seattle Washington and Vancouver of Canada to disseminate our products. With the assistance from the Chinese

Information & Service Center in Seattle, the director was able to disseminate about 150 sets of audio-taped lessons directly to factory workers in Seattle and Vancouver, and also a supervisor in charge of ESL classes at the Chinese Southern Baptist Church of Seattle. Noticeably, Ms. Teresa Clothier, the supervisor of C.C. Filson Company in Seattle was very happy in receiving the 50 sets of audio-taped lessons with booklets and assisted in distributing them to the Chinese workers there.

VII. Evaluation Activities

The independent external evaluator, Dr. Joan Friedenberg, came to evaluate our program on August 17 - 18, 1996 and November 1 - 2, 1997.

At each of her site visits, Ms. Friedenberg accomplished the following:

a) Observed the classes;

b) Interviewed participants;

c) Interviewed the staff individually;

d) Reviewed curriculum & visual aid materials;

e) Examined the program records, e.g. participant files, promotional materials, minutes of program meetings & advisory board meetings, etc.

f) Reviewed participants' feedback forms and supervisors' feedback forms;

g) Toured the facilities at CMP when time permitted.

Besides the external evaluation, we conducted our own internal evaluation by collecting feedback through participants' and supervisors' evaluations at the end of each cycle. The results

of the evaluation feedback were very positive. Most of the score was between **7 and 8** on a 10-point scale (Please see results listed in Appendix I and J). In addition, other comments were collected. They are typically: "I like to have longer duration in the program"; "My teacher helps me learn more useful garment-related English", and "I can speak more English now".

Internal assessment was also conducted by the staff regularly. Input and feedback from participants have always been collected to make necessary changes to meet their needs.

For the indepth-study of the program, we had site visits from MPR and COSMOS to better understand our program. The researcher from COSMOS came to visit us on 10/20 - 10/22/95 and 3/13/96 to assist our curriculum developer to produce new versions of job skill competency assessment tests. Samples are shown in the Appendix F & G. Mr. David Myers, the senior researcher of MPR also came to conduct a site visit at our organization on 6/12/97 and 6/14/97. Upon their site visits, both researchers usually interviewed program staff, participants, partners and advisory board members. They also observed class, reviewed program materials and visited a factory in our neighborhood. Their comments after site visits could benefit the program.

VIII. Staff Development Activities

Most of the staff actively participated in seminars and workshops related to their job duties to enhance our delivery of a quality program. Specifically, the director and the curriculum developer attended a good number of workshops from March 1996 to October 1997. Please refer to Appendix O and P for details

respectively.

The instructors also attended seminars for teaching ESL and teaching methodology at a graduate level.

The secretaries attended different computer courses, such as "Introduction to Windows", "Chinese Windows", and "Excel for Windows" to upgrade their computer skills.

IX. Conclusion

The Workplace Literacy Program re-funded for 3 years (1/1/95 to 12/31/97) could still be implemented very smoothly during its last 18 months of operation (7/1/96 - 12/31/97). Despite the extra burden of site visits from researchers, computer work, paperwork and recruitment necessitated by the in-depth study of the project, we met 5 objectives and exceeded 3 out of the 8 proposed objectives. We also exceeded 6 and met 1 of the 10 expected outcomes. The quality of instruction, the TV broadcast lessons, our curriculum materials and the instructors' performance were rated highly by our participants. As we are only one of three remaining components for the in-depth study, there is also strong indication that our program is well planned, implemented and managed. The program's success is a reflection of the constant demand from garment workers in our community and active involvement of the participants on **a voluntary basis and by a good number of perfect attendance.** The continuous effort, strong cooperation and dedication of the staff, also contributed to the success of the program (Appendix Q). The commitment and support of our program partners, and the invaluable input and guidance of the Advisory Board always played an important role. Special appreciation should

be extended to Ms. May Chen, Asst. Manager/Education Director of Local 23 - 25, UNITE, and Ms. Linda Dworak, the Director of Education & Training of the Garment Industry Development Corporation. They have always been supportive and resourceful. They have often given constructive comments and guidance to the program, especially regarding curriculum development and production of our job-specific video lessons. Without the support from the partners and the advisory board members, the program might not have been able to achieve its proposed objectives and outcomes.

The impact of our Workplace Literacy Program has been evident since its inception in 1992. From the beginning of the program in May 1992 until December 1997, there was a total of 2,507 applicants (excluding about 85% of the program completers who wished to be retained to the following cycle) who officially applied to the program. There was a total of 1,527 participants who attended our program for classroom instruction at least one time. There was a total of 1,248 registered listeners (60 of them were from areas outside of New York State, for example CA, IL, MA, FL and even Canada) for our radio broadcast garment-related bilingual (English and Chinese) lessons. Furthermore, there was a total of 1,285 registered viewers for our TV broadcast garment-related bilingual (English & Chinese) lessons. 43 of them were from the tristate area of New York. Since the beginning of the program in May 1992, we have also developed a complete set of garment-related ESL curriculum, a set of computerized garment-related lessons with a software available. Our products are customized and tailored to meet the special needs of garment workers. Among all the products,

the radio and TV broadcast job-specific lessons received the most favorable response from the public, especially the Chinese garment industry also rated our products highly (Appendix R). Effort has been made to institutionalize our products through various dissemination activities throughout the years to benefit as many Chinese garment workers as possible in the United States and even Canada.

We are happy that we were funded by the U.S. Dept. of Education for six years to implement the Workplace Literacy Program to provide literacy training to benefit the Chinese garment workers in our community. During the recent years of re-emergence of "sweatshops" in the garment industry, the program was able to upgrade the English proficiency of workers for them to better understand their own rights, benefits, workplace safety rules and government legislation, to avoid working in a sweatshop. Our program was also able to raise the confidence and self esteem of workers. Generally speaking, with all participants served, 95% responded that they had gained more confidence at work. 90% of them responded that they could communicate better in English at the workplace and at home to help their children with homework.

The Workplace Literacy Program has been so important to the workers to increase their English proficiency, which benefits in all areas, and improve their quality of life when they have a better job. We feel sorry that such a good program has to come to an end without funding from the U.S. Dept. of Education any more. We also regret that the industry partners cannot support the program when the federal funding has come to an end.

With the availability of our 100 audio-taped lessons and 27 episodes of video-taped garment-related English lessons, the garment workers can still continue to learn job-specific English at home as a life-long learning process, to upgrade their English proficiency and improve their communicative skills at the workplace. Chinatown Manpower Project will be happy to share their products (Appendix S) with all interested parties.

The Literacy Assistance Center, Inc.

Literacy Update

March/April 1996
Vol. 5, No. 6

"...to support and promote the expansion of quality literacy services..."

Launching a Special Events Campaign to Support Literacy Services

The Literacy Assistance Center continued its *Funding for Literacy* series with a hands-on workshop on January 31st that focused on using special events to fundraise. Lauren Goldstein, Director of Cause Effective, a nonprofit organization providing special events management assistance to nonprofits, led this very helpful workshop.

Ms. Goldstein outlined the steps involved in how to successfully launching a special events campaign. She began the workshop by clarifying what a special event and a special events campaign are. A special event is "an activity that is outside of an organization's normal program, presented for and/or with a group of people, that has a specific time frame." A special events campaign is "a series of events, each with its own primary purpose, designed to fulfill a set of objectives for a nonprofit organization over a fixed period of time." (Definition from Cause Effective's manual, *Make Your Events Special: How to Plan and Organize Successful Special Events.)*

Participants discussed the various reasons why organizations decide to do special events: for promotion and marketing, to further your organization's program by using special events to educate, entertain, or provide direct services, volunteer recruitment, organizational morale, and fund raising. Ms. Goldstein emphasized that it was essential to be clear on why you are doing the special events when developing your objectives.

Setting objectives is probably the most important part of planning a special event campaign since the objectives will be used throughout the whole process. Ms. Goldstein offered some advice on this process:

- "Setting objectives on your own is efficient, but not effective." It's important to involve those who will be implementing the events.
- Write down the objectives so that they can be referred to and be used to keep people on track.
- Quantify, qualify, be specific (names, dates, numbers), be realistic, and prioritize your objectives. (You need to have one primary objective for your event.).

Ms. Goldstein continued to walk the group through the planning stages of a special events campaign. To get a better sense of how the manual can be used, in small groups we followed a worksheet from Cause Effective's manual using actual events which two workshop participants were planning. The worksheet directed our brainstorming of ideas and ways to make the planned event more successful.

Ms. Goldstein ended the workshop with the basics of fundraising which she referred to as "friend raising"—the right person asking the right person (friends and peers) for the right amount at the right place. People who attended received a copy of Cause Effective's manual, *Make Your Events Special: How to Plan and Organize Successful Special Events.* Those who are interested in buying a copy of the manual for $24.95 or interested in finding out more about Cause Effective's services should call 212-807-6896.

Please see the box on page 10 for upcoming *Funding for Literacy* offerings.

-Anne Lawrence is a Staff Development Coordinator at the LAC

Student-run Bookstore to Open March 20th

With great excitement Director Joni Schwartz of the Discipleship Educational Center showed me the signs they bought for their new bookstore. "Aren't they beautiful?!" she exclaimed. "If it wasn't for Hanan Najuib, a student in our program, we would have paid $300 more. Originally we had planned to tell the signmaker we had only $600 for the signs and to give us what he could, but Hanan suggested we not tell them how much we had and bargain with them. Because of Hanan's advice we ended up paying only $300 for the signs."

Throughout the process of setting up the bookstore, teachers discovered that many students had expertise in setting up and running small businesses, making this entrepreneurial venture a real learning experience for both teachers and students. The students, in classes and committees, worked on all aspects of getting the store ready for opening. They were involved in obtaining, categorizing and pricing books, buying and setting up the bookcases, painting the bookstore, buying the signs,

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Update from the Associate Commissioner

The GED Testing Program has recently completed the scoring and reporting of all 1995 test records, compiled and analyzed the statewide testing data, and forwarded a complete report to the American Council on Education - GED Testing Service. The New York State statistics will be incorporated into the ACE/GEDTS 1995 Statistical Report due out in spring.

Some of the New York's 1995 GED Testing highlights include:

- 67,862 took the GED Test, up 4,950 from 1994
- 59% passed for the second year in a row
- 583 people with disabilities tested with special accommodations, up 21% from 1994
- 41,650 New York State High School Equivalency Diplomas were issued, over 2,000 more than in 1994.

Program improvement continues as we continue to reform the administration of the GED testing program. I am pleased to announce that over the last 18 months we reduced the test processing time from 39 weeks to 8 weeks. We have also just completed the production of an informational video for test takers, *GED: Today*. Copies of this video package will be mailed to the field by the end of the month.

New York State Budget 1996-97

The Governor has submitted to t he Legislature proposed New York State budget recommendations for the 1996-97 fiscal year. The Legislature must act on the Governor's proposed budget in order for it to take effect. The State fiscal year covers the period from April 1, 1996 through March 31, 1997. The following areas have an impact on Adult Education:

The proposed budget recommends the establishment of a Targeted Needs Block Grant. Fifteen categorical programs are folded into this grant, permitting the consolidation or application and requirements imposed on school districts and other local agencies. The programs recommended for inclusion in the block grant are:

Adult Basic Education (WEP)
Adult Literacy Education
Apprenticeship Training
Community Schools
Comprehensive Statewide AIDS Training
Effective Schools
Extended Day/School Violence Prevention
Missing Children Prevention Education
Parenting Education
Primary Mental Health Project
School Health Demonstration Program
Transferring Success
Workplace Literacy
Youth at Risk

The 1995-96 program year support for these programs totals $32,987 million. The Block Grant will support an estimated 1996-97 program level of $14.6 million representing a program year decrease of 50 percent.

The Employment Preparation Education program is recommended to receive $96.18 million to support literacy services. This amount reflects level funding of state aid for this program.

The budget provides state operations for the support of GED test administration and there will be no need for a GED testing fee.

For further information, contact Johanna Duncan-Poitier at (518) 474-8892 or Robert Purga at (518) 474-8920.

-Johanna Duncan-Poitier is Acting Associate Commissioner for the Professions at NYSED.

Chinatown Manpower Airs ESOL Lessons

Garment Workers Learn Contextualized English on TV

Funded by the United States Department of Education, the National Workplace Literacy Program of Chinatown Manpower Project (CMP), in partnership with the Union of Needletrades, Industrial and Textile Employees (UNITE) and the Greater Blouse, Skirt and Undergarment Association, cooperated with SinoVision to produce a series of 15 TV garment-related bilingual (English & Chinese) lessons. These lessons were broadcast by SinoVision on Channel 26/30 and Channel 31 from September to December, 1995. Due to tremendous response from viewers, these lessons will be repeated by SinoVision from February 27 to June 7, 1996 on Channel 30 (Manhattan Cable TV) every Friday evening at 9:45 pm and on Channel 31 (public channel WNYC) every Tuesday evening at 11:45pm. The objective of these TV lessons is to teach garment-related English terminologies to the garment workers who cannot attend our workplace literacy program and to arouse their interest in learning more English.

Many Chinese have access to channel 30 and 31. By broadcasting garment-related English programs on TV, thousands of garment workers with limited-English proficiency can learn at their home to upgrade their English literacy level related to their jobs.

The TV lessons cover topics like job titles and descriptions, women's and men's clothing, sewing machine parts, sewing techniques, closures, different parts of a garment, measurement and size, fabric materials & washing instructions, etc. Each lesson is about 15 minutes. It begins with teaching the basic garment-related English terms by a hostess. Then it is followed by a real life story and the review of the garment-related terms at the end. These lessons consist of English and Chinese subtitles. Viewers can come to CMP to pick up the original scripts and self tests to review what they have learned from these TV lessons.

For more information, please call Ivy Au Tse, Project Director of National Workplace Literacy program, CMP at (212) 571-1694 ext. 122.

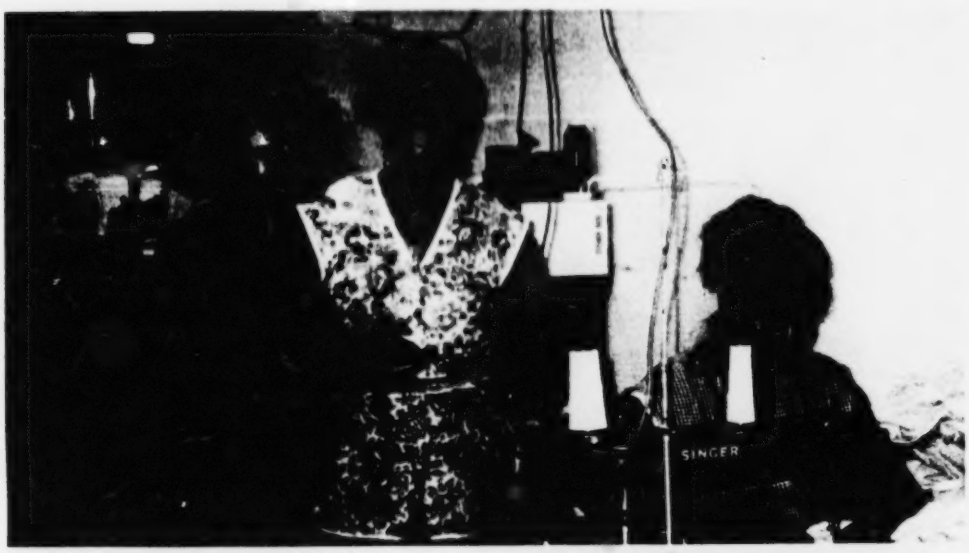
-Ivy Au Tse is the Director of the National Workplace Literacy Program at Chinatown Manpower Project, Inc.

GIDC NEWS

KEEPING JOBS IN FASHION VOL. 6, NO. 1, WINTER 1996

GIDC PERK: UNITE WORKING FOR COMPANIES TO STAY IN BUSINESS

When was the last time someone offered to increase your company's productivity and sales without exorbitant consultant fees? In-shop training, management consulting, production re-engineering and operator skill upgrading programs worth tens of thousands-of dollars are available (at no or low cost) to union members. Increased productivity and improved quality control can effectively knock down your production costs and enhance your reputation as a quick response domestic manufacturer. Company after company has achieved this with GIDC and you can too!



Onilda Inoa of Kordia Fashion learns how to rate operator efficiency through GIDC's Train-the-Trainer program. Kordia Fashion is located in Corona, Queens and employs 40 workers.

LOCAL 155 PROMOTES GIDC PROGRAM TO MEMBERS

Joseph Lombardo, manager of Local 155, states that "the policy of Local 155 is to let companies know of GIDC's services because of the advantages GIDC brings both to the employees and the shop." Marcello Coronel, BA for Local 155, informed a new member about GIDC and the firm, **Otis Fashion, Inc.** took immediate advantage of GIDC's training and management/ engineering

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GARMENT INDUSTRY DEVELOPMENT CORPORATION / 275 SEVENTH AVENUE / FIFTH FLOOR / NEW YORK, NY 10001 / 212-366-6160 / FAX 212-366-6162

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GIDC PERK

Continued from page 1

programs.

Otis Fashion and GIDC outlined a plan to achieve a more efficient production line together with producing a better product. Shimmy Cohen, the management/engineer consultant for GIDC, took the shop management through product costing and piece work setting to overhead cost control and business law. Ana Perez, one of GIDC's field trainers, set about training the operators in the shop on better sewing methods that allow the operator to work more effectively.

The training program concentrates on providing on-floor training to operators and developing an ongoing, self-sustaining training program in-house. All operators, even the most highly skilled, have benefited from Ana's teaching. Ana focuses on developing methodology in their sewing procedures, so as to cut down time spent on operations. She also introduces to operators the uses and advantages of attachments, such as how they can help keep the garments within specifications.

The initial training for the 30 operators lasted about 10 weeks, but the benefits continue through the Train-the-Trainer program. During the initial training period, Ana and shop owner Ramon Cabrena chose Blanca Silva, an operator who best incorporated the training methods into her work, to be the in-house trainer. This operator received additional instruction in how to train new operators and how to solve questions operators have about certain sewing procedures. As Alan Weiss of **Trio Mills Knitting**, the jobber that supplies work to Otis, states, "I don't know what Ana did over there, but she turned the quality around and we will certainly have GIDC work with our other contractors." And that is exactly what happened.

Council of American Fashion Fund offers matching grants for up to $2,000 for the purchase of ergonomic chairs within an overall ergonomics plan.

SUCCESS BREEDS OPPORTUNITY

The results of GIDC's three-month program at Otis Fashion ended with GIDC staff moving to **Kordis Fashion** to institute a similar program that finished in January, 1996.

Televised Chinese-English Garment Language Lessons

Topics include principal parts of a sewing machine, different parts of a garment, measurements and size, fabric materials, closures, and sewing techniques. Channel 30 (Manhattan Cable TV) will broadcast the lessons on Fridays at 9:45 pm from February 27 to June 7, 1996.

Brought to you by: Chinatown Manpower Project, UNITE, Greater Blouse, Skirt and Undergarment Assoc., the U.S. Dept. of Education and GIDC

Kordis also worked for the same jobber as Otis and was impressed by how GIDC assisted Otis to cut costs and improve productivity. Management/engineering and training methods were the focus of the work at Kordis. Ana continued the operator training for 25 operators at Kordis, while Shimmy Cohen concentrated on assisting the shop's owners. In ten sessions with Shimmy, Ruben and Onilda Inou, the owners of Kordis, learned new operation skill management, including how to rate operators and judge the flow of work. The program at Kordis also resolved the issue of what to do with badly-cut pieces. By requesting instructions from the jobber on how to proceed with irregular piece goods, the contractor was able to concentrate on production quality and not be held liable for cutting quality.

Otis Fashion and Kordis Fashion are just two of many firms that have availed themselves to GIDC's services. GIDC's Chinese-speaking trainer, Meixin Xian, mirrors Ana's work in the Chinese-owned and operated shops. Currently, Meixin is working with **Wings Fashion** in the areas of operator training and Health & Safety. Over 40 operators, 5 pressers, 8 trimmers, and 2 final inspectors are being trained in the shop. Wayne Ma, the owner of Wings Fashion, took note of the benefits of some Health & Safety tips, and is testing ergonomic chairs in the shop. The chairs, which cost between $87-$125, were purchased with the assistance of the **Council of American Fashion Fund**, which has matching grants for up to $2,000 to implement an ergonomics plan. **Powerful Sportswear**, owned by Sherman Eng, also has installed the ergonomic chairs. **UNITE's Health & Safety** administers the program and assists shop owners to purchase and train workers in basic ergonom-

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Chinatown Manpower Project, Inc.
National Workplace Literacy Program
Follow-Up (90 Days)

Date_____

Name_____ Class_____

How does the participant feel that the program affects him/her?

A) Job-Related Areas:

1. Do you understand more about garment work (e.g.English terms,job titles, the garment making process & spec sheet)? Yes/No
2. Do you gain more confidence at work (e.g. more discussion with coworkers & supervisors)? Yes/No
3. Did you get a) a salary increase b) promotion c) more responsibilities d) better work hour/conditon from your last/new employer?
   New Employer:_____
4. If all the answers of question 3 are No, is business slow at the factory? Yes/No .
5. Do you understand more about safety and health at work? Y/N
6. Do you understand more about your rights and benefits? Y/N

B) Further Studies:

1. attend English class at_____from_____to_____
2. attend Super Sewers' class at GIDC from_____to_____
3. attend Pattern Making Class at CPC from_____to_____
4. attend _____ class at FIT from _____to_____
5. attend _____ job training program at _____ from _____ to _____.
6. attend _____ class at _____from_____to_____

C) Daily Life:

1. Does your improved English help you communicate more easily with your children and help them do their homework now?
2. Does your improved English help you generally now (e.g. shopping, communicating with others in English, etc.)?

D) If the funding is available, would you like to study in the program again?

E) Other Remarks:_____

Appendix D

華埠人力中心
Chinatown Manpower Project, Inc.

70 MULBERRY STREET
NEW YORK, N.Y. 10013-4499
TEL: (212) 571-1690 FAX: (212) 571-1686

Nat'l Workplace Literacy Program

Course Outline:
* Garment-related Workplace English
* Survival English (English grammar, speaking, reading & listening)
* Computerized Garment-related English and TV Garment-related English.

Eligibility:
For those garment workers who can spare 3 hours during the weekends to attend the program and are determined to complete the whole course.

Registration Period:
6/10/96-6/28/96
Monday through Sunday
9:30 a.m.-11:30 a.m. and
1:30 p.m.-4:00 p.m.

Documents for Registration:
* Work Proof for garment workers (e.g. pay check stubs or employer's letter, or union card)
* Social security card

Registration Site:
Chinatown Manpower Project, Inc.
70 Mulberry Street, Room 413 at 4/F
New York, NY 10013

Course Duration:
7/20/96-11/24/96, Saturday or Sunday
9:30 a.m.- 12:30 p.m. or
1:30 p.m.- 4:30 p.m.

Class Location:
Chinatown Manpower Project

Telephone for Enquiry:
212-571-1690 ext.180

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華埠人力中心
Chinatown Manpower Project, Inc.

70 MULBERRY STREET
NEW YORK, N.Y. 10013-4499
TEL: (212) 571-1690 FAX: (212) 571-1686

免費在職英文週末班招生

課程內容：製衣專用英文，日常英文，電腦化製衣專用英文及練習，及電視製衣專用英文。

申請資格：製衣業工友；可在週末抽出三個小時上課及有志完成整個課程。

報名日期：九六年六月十日至九六年六月二十八日（包括週末）

報名時間：星期一至星期日，九時半至十一時半，下午一時半至四時。

帶備證件：(1)工作證明〔例如：工資存根（支票尾或僱主證明信）或工會証〕。
(2)工人咭。

報名地點：華埠茂比利街七十號四樓四一三室。

上課日期：九六年七月二十日至十一月二十四日。

上課時間：星期六或星期日上午九時半至十二時半，或下午一時半至四時半。

上課地點：華埠人力中心。

查詢電話：212-571-1690 內線 180。

18-Week Lesson Plan

NWLP 1st-cycle, Year 3 of 3rd Grant — Period: 2/23/97 - 6/29/97
Class#: 328 Level: BS I Instructor: Bing Tuo — By Eileen Zhang

Date & Week	L.	Garment-related Terms (Handout)	Listen Book 1 Lesson	ExpressWays BooK 3 Exit - Page	Video: CMP: E=Episode Paso: U = Unit	Computerized Lesson	Test & Quiz
2/23 W-1	1	Job Titles & Descriptions in the Garment Factory	1, 2	1 - 2, 3, 6	CMP: E 1 Paso: U 1	/	Pre-test: See Note: * 1, 3
3/2 W-2	2	Garment-making Procedures	3, 4	1 - 8, 10, 12	CMP: E 2, 3 Paso: U 1	L. 1	Pre-test: See Note * 1, 3
3/9 W-3	3	Men's & Women's Clothing	53	2 - 20, 22	CMP: E 9, 10 Paso: U 17	L. 1	Quiz 1: Lessons 1-2
3/16 W-4	4	Seasonal Clothing	36	2 - 24, 28, 30	CMP: E 11 Paso: U 17	L. 1	
3/23 W-5	5	Different Parts of a Garment & Closures	17, 18 41	3 - 36, 38, 40	CMP: E 12, 8	L. 2	Quiz 2: Lessons 3-4
3/30 W-6	6	Measurement & Size	26, 27 37	3 - 42, 44, 48, 50	CMP: E 13	L. 2	
4/6 W-7	7	Colors, Patterns & Fashion	22, 23	4 - 56, 60, 64	CMP: E 16 Paso: U 10 L 2	L. 2	Quiz 3: Lessons 5-6
4/13 W-8	8	Fabrics & Garment Care	32, 33	4 - 66, 68, 70	CMP: E 14	L. 3	Mid-Test: Lessons 1-7
4/20 W-9	9	Reading a Spec Sheet	37	5 - 74, 76, 78, 80	CMP: E 15	L. 3	
4/27 W-10	10	Parts of a Sewing Machine	6, 7	5 - 82, 84, 86, 88	CMP: E 4 Paso: U 2	L. 4	Quiz 4: Lessons 8-9
5/4 W-11	11	Problems with a Sewing Machine	8, 9	6 - 94, 96, 98, 100	CMP: E 5 Paso: U 8	L. 4	
5/11 W-12	12	Garment-related Tools	19	6 - 102, 104, 106, 110	CMP: E 17, 18 Paso: U 3	L. 5	Quiz 5: Lessons 10-11
5/18 W-13	13	Reading a Pay Stub	29, 51	7 - 116, 118, 120, 122	CMP: E 23 Paso: U 6	L. 5	
6/1 W-14	14	Health & Safety at Work	13	7 - 126, 128, 130	CMP: E 19, 20 Paso: U 5	L. 6	Quiz 6: Lessons 13-14
6/8 W-15	15	Workers' Rights & Benefits	14	8 - 134, 136, 138	CMP: E 21, 22 Paso: U 14	L. 6	
6/15 W-16	16	Post Test See Note: * 1, 2, 3	/	8 - 140, 142, 144	/	/	Post Test
6/22 W-17	17	Job-seeking Skills	68	8 - 146, 148	CMP: E 24, 25, 26 Paso: U 12		Graduation
6/29 W-18	18	Review					

Note: . Holiday (5/25/97) - Memorial Day Weekend
. Pre/Post Test: * 1. Standardized Literacy Assessment: NYS Placement Test (Orally)
* 2. Job-specific Literacy Assessment: Garment-related Terms (Written)
* 3. Competency Assessment: (a) Reading a Pay Stub (Written) (b) Reading a Spec Sheet (Written)

Appendix F

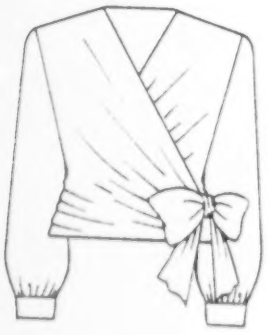
Chinatown Manpower Project, Inc.
National Workplace Literacy Program

Job-specific Literacy Assessment
Garment-related Written Test
Pre-Test for 6th-Cycle, 3-Year Grant

Name _____ Application No. _____ Class _____ Date _____ Score _____

I. Look at the garments pictured on pages 1 and 2 below. Write the correct name of the garment in English on the line next to the picture.

1.



1. _____

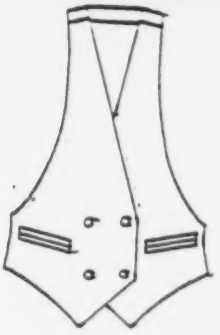
2.

2. _____

3.

3. _____

4.

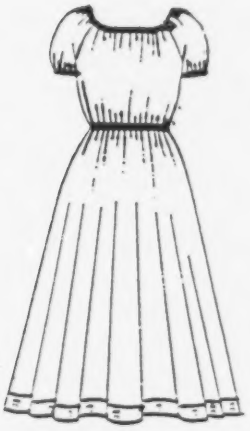


4. _____

5.

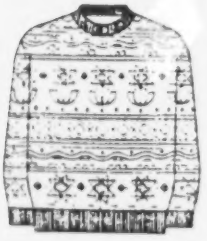
5. _____

6.



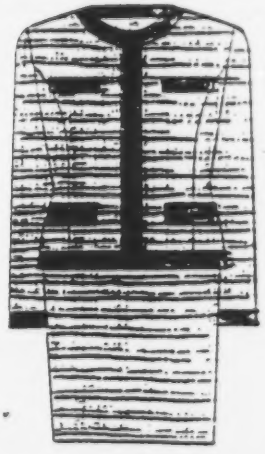
6. _____

7.



7. _____

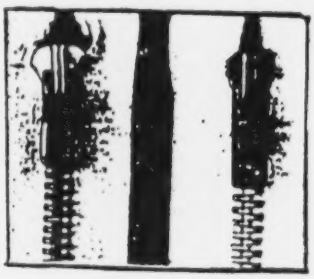
8.



8. _____

II. Look at each picture and write the correct name in English.

9



_____

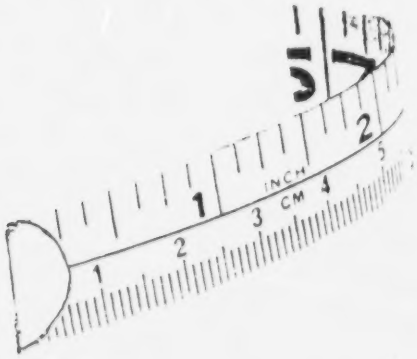
10

_____

11

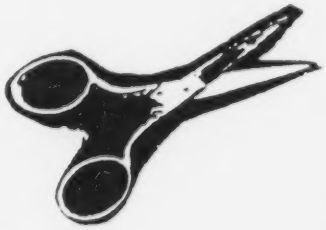
_____

12



_____

13



_____

III. Identify seven parts of a garment.

14. _____

15. _____

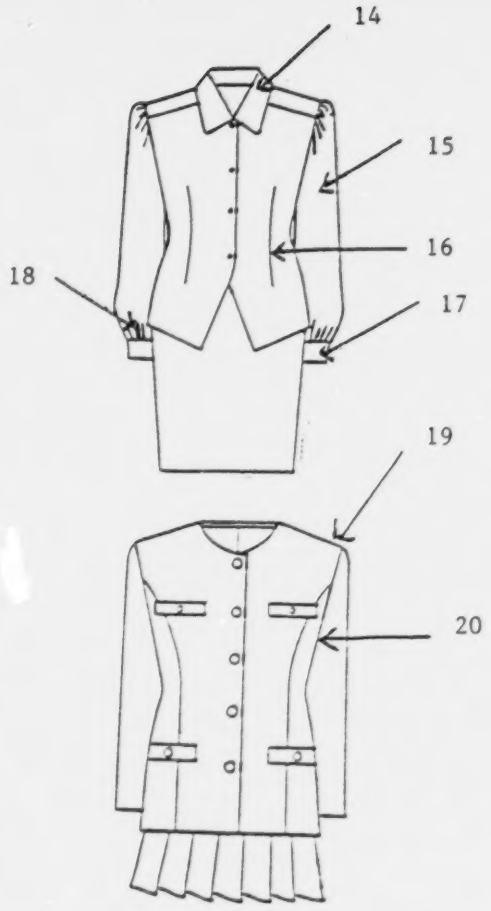
16. _____

17. _____

18. _____

19. _____

20. _____



IV. Circle the correct answer.

Instructions: Here are some problems with a sewing machine. Circle the correct answer.

21. The thread keeps breaking.

    Maybe the thread tension is too A) loose B) tight.

22. The machine keeps making stitches that fall apart.

    The tension might be too A) loose B) tight.

23. The needle keeps breaking.

    The fabric is too A) heavy B) light.

24. The machine skips stitches.

    The thread is too A) heavy B) light.

V. Multiple choice

Instructions: Read the sentences below. Circle the correct answer that goes in the blank space.

25. Lily wants to buy a dress for her mother as a Christmas gift. Her mother is short, with small body-build. She should go to the _____ department.

A) Petite B) Misses C) Women's

26. My sister is going to give birth to a son next month. I will buy a set of baby clothing for her baby at the _____ department.

A) Boy's B) Girl's C) Infant's

27. Grace wants to make her daughter a skirt. She needs to measure her daughter's _____.

A) bust B) waist C) armhole

28. The label on the shirt reads: "100% Cotton. Pre-shrunk. Machine hot water. Tumble dry. Press with hot iron." According to the shirt's care instruction, the shirt will _____ after washing.

A) become longer B) get shorter C) not shrink

29. If a building is on fire, the first thing to do is to _____.

A) Call your family B) Dial 911 C) Call for an ambulance

VI. Read the following conversations and fill in the blanks with one of the following words.

Needle threader	Straight pins	Seam guide
Buck press	Seam ripper	

30. Lily: Can I use your _____ to remove the stitches?

    Amy: Sure. Here it is.

31. Lily: Look! These stitches are not straight.

    Amy: You may use a _____ to help you.

32. Lily: I need to make the sample dress one inch shorter.

    Amy: You can use _____ to fix the dress first before you cut it.

33. Judy: I found it was hard to get the thread through the needle.

    Mary: This _____ can help you thread the needle more easily.

34. John: Have you finished pressing those garments?

    Tony: Not yet. My _____ was out of order this morning.

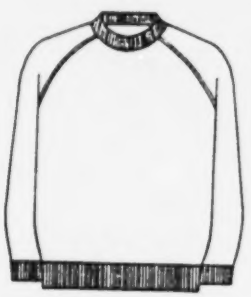
Chinatown Manpower Project, Inc.
National Workplace Literacy Program

Job-specific Literacy Assessment
Garment-related Written Test
Post-Test for 6th-Cycle, 3-Year Grant

Name _____ Application No. _____ Date _____ Score _____

I. Look at the garments pictured on pages 1 and 2 below. Write the correct name of the garment in English on the line next to the picture.

1.



1. _____

2.

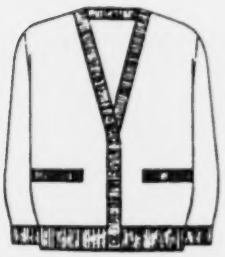
2. _____

3.

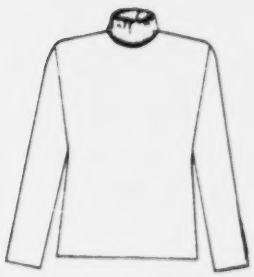
3. _____

4.

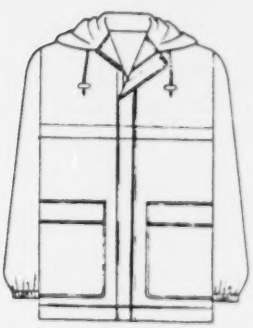
4. _____

5. 

5. _____

6. 

6. _____

7. 

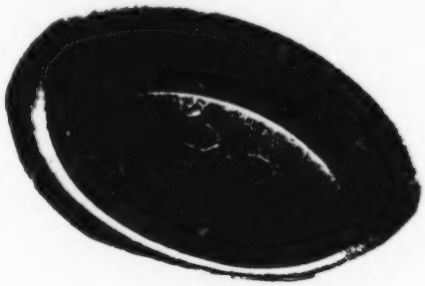
7. _____

8.

8. _____

II. Look at each picture and write the correct name in English on the lines below.

9



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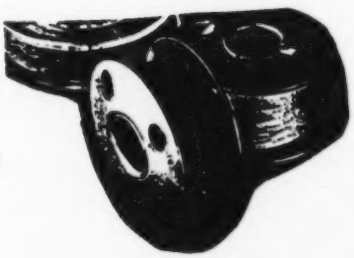

_____

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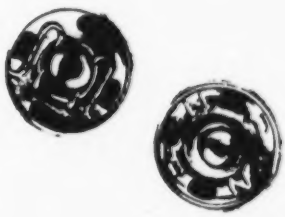


_____

12

_____

13

_____

III. Identify seven parts of a garment. Write the names in English on the blank lines.

14. _____

15. _____

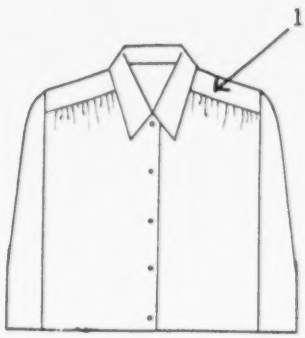
16. _____

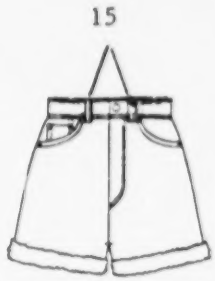
17. _____

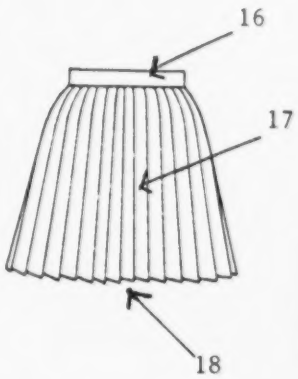
18. _____

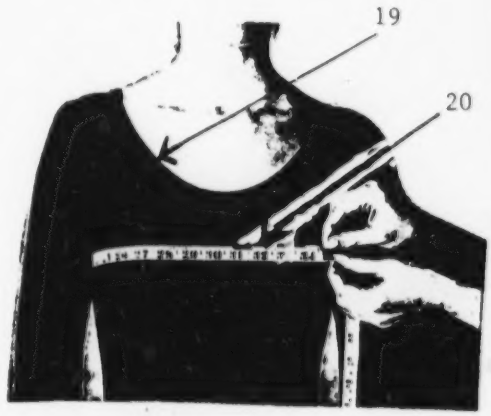
19. _____

20. _____









IV. Circle the correct answer.

Instructions: Here are some problems with a sewing machine. Circle the correct answer that explains how to fix the problem.

21. The thread keeps breaking. To fix it, you should:

A) release the tension. B) tighten the tension.

22. The machine keeps making stitches that fall apart. To fix it, you should:

A) release the tension disc. B) Tighten the tension disc.

23. The needle keeps breaking. You should change the:

A) needle B) fabric.

24. The machine skips stitches. To fix it, you should:

A) use the right thread. B) use the right presser foot.

BEST COPY AVAILABLE

V. Multiple choice

Instructions: Read the questions below. Circle the correct answer.

25. Jenny sewed through her finger at her job. What should she do right away?

A) Cry loudly B) Call the hospital C) Go to the First Aid

26. Which type of benefits may the company offer to its workers?

A) Paid holiday B) Wearing badges C) Punch in/out

27. Who will you report to when your machine has problems?

A) Co-worker B) Your supervisor C) Personnel

28. Which of the following is **not** a common way people find jobs?

A) Movies on TV B) Help wanted ads C) Relatives or friends

29. What should you bring when you go to a job interview?

A) Your resume B) Your picture C) Your insurance card

VI. Read the following conversations and fill in the blanks with one of the following words.

Thimble	Clipper	Tape measure
Power switch	Emergency Exit	

30. Annie: Could I borrow your _____ to find out the length of this sleeve?

Maggie: Certainly. Here it is.

31. Annie: What do you use this _____ for?

Maggie: I use them to cut loose threads off the finished garment.

32. Annie: I had a pain in my middle finger after sewing the snaps onto the blouses.

Maggie: You may use the _____ to protect it while hand sewing.

33. Annie: My machine suddenly stopped.

Maggie: Check the _____.

34. Annie: Listen! The fire alarm is shrieking. What should we do?

Maggie: We should use the _____ to leave the building right away.

VII. Answer the following questions.

35. Lily sets **pockets and zippers**.

What is her job title? _____.

36. Grace **removes** loose thread.

What is her job title? _____.

37. Steve **separates** the pieces by color and size.

What is his job title? _____.

38. John is a **cutter.**

What does he do? _____.

39. Tom is a **button machine operator.**

What does he do? _____.

40. Nancy is a **finisher.**

What does she do? _____.

NWLP Class Schedule **2nd-cycle of Year 3 of 3rd-Grant** **Period: 8/09/97 - 12/21/97**

Class #	Level	Student Number	Group	Class Hour	Room	Teacher	Teaching Materials
331	ESL I	23	Control group 6 New students 17	Sunday 1:30-4:30 p.m.	410	Bing Tuo	1. ExpressWays Bk 1 2. ExpressWays Activity Workbook Bk 1 3. Garment-related Broadcast Lessons BK1 4. Garment-related Terms Handouts
332	ESL II	21	Control group 2 New students 19	Saturday 1:30-4:30 p.m.	411	Kathy Huey	1. ExpressWays Bk 2 2. ExpressWays Activity Workbook Bk 2 3. Garment-related Broadcast Lessons BK 1 4. Garment-related Terms Handouts
333	ESL III	22	Control group 5 New students 17	Sunday 1:30-4:30 p.m.	411	Joe Mok	1. ExpressWays Bk 2 2. ExpressWays Activity Workbook Bk 2 3. Garment-related Broadcast Lessons BK 1 4. Garment-related Terms Handouts
334	BS I	23	Control group 4 New students 18 Retained student 1	Saturday 9:30 a.m.- 12:30 p.m.	411	Kathy Huey	1. ExpressWays Bk 2 2. ExpressWays Activity Workbook Bk 2 3. Garment-related Broadcast Lessons BK 1 4. Garment-related Materials Handouts
335	BS II	22	Retained from class #325 #326 #327	Sunday 9:30 a.m.- 12:30 p.m.	410	Bing Tuo	1. ExpressWays Bk 3 2. ExpressWays Activity Workbook Bk 3 3. Garment-related Broadcast Lessons BK 2 4. Garment-related Materials Handouts
336	BS III	19	Retained from class #328 #329 #330	Sunday 9:30 a.m.- 12:30 p.m.	411	Joe Mok	1. ExpressWays Bk 4 2. ExpressWays Activity Workbook Bk 4 3. Garment-related Broadcast Lessons BK 2 4. Garment-related Materials Handouts
Total	ESL 66 BS 64	**130**	Control group **17** New students **71** Retained **42**				

Appendix H

Appendix I

Cycles of July 96 - Dec 97

Chinatown Manpower Project, Inc.
National Workplace Literacy Program
Supervisor's Evaluation

Result of the Supervisors' Evaluation Feedback of the 3 Cycles' Graduates

Supervisor's Name_____ Date_____
Employee's Name_____ Class_____

請在號数上打圈回答問題。號数愈大，愈滿意。例如6是滿意，10是非常滿意。
Please answer the following questions by circling the number from 1 as the unsatisfactory to 10 the most satisfactory. If you really can't answer the question at this moment, you may write "N/A".

你覺得你的員工現在明白更多的製衣專用英語嗎？
1. Do you feel the employee has a better understanding of English garment-related terms?

Unsatisfactory					Satisfactory			Most Satisfactory		Mean
1	2	3	4	5	6	7	8	9	10	7.4

你覺得你的員工學懂製衣專用英語後，對其工作有所幫助嗎？
2. Do you feel the employee's understanding of the garment-related English is helpful to his /her work?

1	2	3	4	5	6	7	8	9	10	7.8

你覺得你的員工現在能夠在工廠比較明白書寫的英文指示嗎？
3. Do you feel the employee understands written English instructions at the work site better?

1	2	3	4	5	6	7	8	9	10	7.3

你覺得你的員工現在能夠在工廠比較明白英文口語指導嗎？
4. Do you feel the employee understands spoken English instructions at the work site better?

1	2	3	4	5	6	7	8	9	10	7.3

你覺得你的員工現在比較明白多一些用英文指示的製衣過程嗎？
5. Do you feel the employee has improved his/her ability to follow English instruction in garment work procedures?

1	2	3	4	5	6	7	8	9	10	7.5

你覺得你的員工能更快地完成工作嗎？
6. Do you feel the employee completes his/her work more quickly?

1	2	3	4	5	6	7	8	9	10	7.7

你覺得你的員工現在比較少犯工作上的錯誤嗎？
7. Do you feel the employee makes fewer errors at work?

1	2	3	4	5	6	7	8	9	10	7.7

你覺得你的員工現在比較願意用英文嗎？
8. Do you feel the employee is more willing to use English now?

1	2	3	4	5	6	7	8	9	10	7.5

你覺得你的員工現在能應付更多的職責嗎？
9. Do you feel the employee can take added job responsibilities now?

1	2	3	4	5	6	7	8	9	10	7.5

你對你的員工的出勤率及工作持續性滿意嗎？
10. Are you satisfied with the employee's attendance and job retention?

1	2	3	4	5	6	7	8	9	10	8.5

Appendix J

Cycles ofJuly 96 - Dec. 97

Chinatown Manpower Project, Inc.
National Workplace Literacy Program
Participant's Evaluation

Result of the 3 Cycles' Graduates' Evaluation Feedback

Class_____ Date_____

請在號數上打圈回答以下問題。號數愈大，愈滿意。1是不滿意，6是滿意，10是非常滿意。
Please answer the following questions by circling the number from 1 as the unsatisfactory to 10 the most satisfactory.

你覺得在職英文訓練班對你有幫助嗎？
1. Do you feel this program helpful to you?

Unsatisfactory					Satisfactory				Most Satisfactory	Mean
1	2	3	4	5	6	7	8	9	10	8.3

你覺得在製衣專用英語的學習方面有進步嗎？
2. Do you feel you have made a progress in learning garment-related English?

1	2	3	4	5	6	7	8	9	10	8.0

你覺得在日常英語的學習方面有進步嗎？
3. Do you feel you have made a progress in learning daily survival English?

1	2	3	4	5	6	7	8	9	10	7.5

你覺得你現在能在工廠比較明白書寫的英文指示嗎？
4. Do you feel you understand written English instructions at your work site better?

1	2	3	4	5	6	7	8	9	10	7.5

你覺得你能在工廠比較明白英文口語指導嗎？
5. Do you feel you understand spoken English instructions at your work site better?

1	2	3	4	5	6	7	8	9	10	7.3

你能夠比以前較容易與說英語的同事溝通嗎？
6. Do you communicate more easily with your English speaking coworkers now?

1	2	3	4	5	6	7	8	9	10	7.1

你現在能比以前較願意在日常用英文嗎？
7. Are you more willing to use English generally now?

1	2	3	4	5	6	7	8	9	10	7.4

你覺得教材對你有幫助嗎？
8. Do you find the teaching materials helpful?

1	2	3	4	5	6	7	8	9	10	8.1

你覺得對你的工作，現在有較好的體會嗎？
9. Do you feel you have a more positive attitude toward your job?

1	2	3	4	5	6	7	8	9	10	7.7

你覺得電台或電視播出的製衣專用英語課程，對你有所幫助嗎？（請列明電台或電視台）
10. Do you find the broadcast (via radio or TV) garment-related English lessons helpful? Please specify radio or TV channel.

1	2	3	4	5	6	7	8	9	10	7.8

你是否我們製衣雙語電視廣播課程的觀眾？
11. Are you a viewer of our Garment-related Bilingual TV Broadcast Lessons?
Yes 是 193/310 No 否 117/310

GARMENT2000

Consortium Members:

Northern CA Chinese Garment Contractors Association

San Francisco Fashion Industries

City College of San Francisco

Union of Needletrades Industrial & Textile Employees

San Francisco Mayor's Office of Community Development

U.S. Department of Labor District 9 (Non-voting member)

September 12, 1996

Ms. Ivy Au Tse
Project Director
Chinatown Manpower Project, Inc.
70 Mulberry Street
New York, New York 10013-4499

Dear Ms. Tse,

On behalf of all the GARMENT 2000 staff and consortium members, I would like to thank you very much for visiting GARMENT 2000 and for sharing with us your ESL/VESL curriculum. We feel privileged to have received your materials and are already working to incorporate your wonderful products into our current ESL/VESL program. In summary, We acknowledge that the following materials have been received:

1) A curriculum book entitled "From Theory to Practice: A set of garment-related ESL curriculum".

2) A curriculum book entitled "From Classroom to Computer Screen: NWLP Software: A set of computerized garment-related bilingual (English and Chinese) literacy lessons".

3) A book entitled "Chinatown Manpower Project, Inc. National Workplace Literacy Program Garment-Related Bilingual (English and Chinese) TV Broadcast Lessons Book I", and its two video tapes of lesson 1-15.

4) Two booklets of 100 short lessons in Book I and Book II entitled "Chinatown Manpower Project, Inc. National Workplace Literacy Program Garment-Related Bilingual (English and Chinese) Broadcast Lessons" March 1996 edition, and its two audio tapes of lessons 1 to 100.

5) Six diskettes for installation of "NWLP software".

The extensive and comprehensive garment-related VESL/ESL curriculum has a wide range of application possibilities. We plan to house the audio and visual materials both in the classroom and in a self-paced format available to students who need or want additional lab time to practice their English language skills. The audio materials will be available for viewing/listening in the GARMENT 2000 Resource and Research Library, as well as through a lender program for home use. The NWLP software will be installed on site at the IDEA Factory and will be available to students who wish to conduct English studies on the computer. These are just some of our initial plans. I plan to keep you abreast of new directions and developments in implementation.

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1400 Evans Avenue • San Francisco • CA 94124 • Tel: 415.550.4445 • Fax: 415.550.4400 • Email: eschiorr@ccsf.cc.ca.us

Already our ESL and Bilingual instructors are excited about your program and are spreading the word about this new curriculum development. Further, our supervisor trainees and power sewing trainees have already spent time with the audio visual materials and we are now seeing improvements in their English skills.

Thank you again for your endeavors and for providing GARMENT 2000/CCSF with your curriculum materials. I look forward to speaking with you again soon. If you have any questions or concerns please feel free to contact me at (415)550-4445.

Sincerely,

Al Young
Project Coordinator
GARMENT 2000

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NETWORK National Center
1718 "M" Street N.W. Suite 142
Washington, DC 20036
Phone: 202-728-0200
Fax: 202-785-0037

AACC/NETWORK
National Community College
Workforce Development Database Project
One Dupont Circle N.W., Suite 410
Washington, DC 20036-1176

November 22, 1996

Ivy Au Tse
Project Dir., Nat'l Workplace Literacy Project
Chinatown Manpower Project
70 Mulberrry St.
New York, NY 10013

Dear Ms. Tse:

On behalf of the NETWORK Board of Directors and the attendees at the 1996 NETWORK Conference "Work-based Learning and Literacy: The Cornerstones of America's Workforce," we would like to thank you for an outstanding Workshop presentation.

We would especially like to thank you for your patience in weathering out the snow storm. We realize the frustration this caused and appreciate your dedication to the professional development of your fellow work-based learning and literacy colleagues. It is our hope that you will consider presenting at future NETWORK events.

At present, the board is negotiating with several hotels for next year's NETWORK "Work-based Learning and Literacy" Conference. As details are finalized over the next several weeks you will receive a notice regarding the conference dates, location and the approximate date that the call for presentation proposals will be mailed.

Thank you again for your outstanding presentation in Cleveland!

Sincerely,

Robert J. Visdos

Robert J. Visdos
President

Beverly K. Johnston
Coordinator, Community Relations

PHILADELPHIA JOINT BOARD

UNITE

22 South 22nd Street
Philadelphia, PA 19103
Phone: (215) 751-9770
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Bernard Dinkin, Secretary-Treasurer
Lynne P. Fox, Assistant Manager/General Counsel
Ilene Mason, Trade Manager
Biagio F. DeRosa, President

22 October 1996

Ivy Au Tse
Project Director
National Workplace Literacy Program
70 Mulberry St.
New York, NY 10013

Dear Ms. Tse:

This acknowledges receipt of 120 booklets of the National Workplace Literacy Program Garment-Related Bilingual (English and Chinese) Broadcast Lessons for classes we are giving our members who work at the Pincus Bros. garment plant in Philadelphia. Your shipment consisted of 60 booklets each of Part I and Part II.

The response from our members has been overwhelmingly positive. No where else were we able to locate such an extensive list of industry terminology in one place; your booklets have saved us months of painstaking translation work--time that we can now spend actually teaching the workers the terms in both Chinese and English. Your program not only will help our members become bi-lingual, but will improve their skills as garment workers.

Thank you very much for your invaluable assistance.

Fraternally,

Mike Finley

Mike Finley
Organizer

LOWER EAST SIDE PREPARATORY SCHOOL

BOARD OF EDUCATION - CITY OF NEW YORK
145 STANTON STREET - 4TH FLOOR
NEW YORK, NEW YORK 10002
PHONE: (212) 505-6366

October 4, 1996

Ms. Ivy Au Tse, Director
National Workplace Literacy Program
Chinatown Manpower Project, Inc.
New York, N.Y. 10013

Dear Ms. Tse:

I am writing to thank you and the National Workplace Literacy Program of the Chinatown Manpower Project for providing us a book entitled "National Workplace Literacy Program, Garment-Related Bilingual T.V. Broadcast Lessons" and two booklets to my students of Lower East Side Preparatory High School.

I have found the books extremely helpful to our students who were eager to learn the various vocabulary and terms so to be able to help themselves and also their parents who work in garment factories.

Let me congratulate you for a job well done, lots of bilingual parents and students certainly would be benefited from these well-developed lessons.

Thank you again.

Sincerely,

Paul D. Wong

Paul D. Wong
Bilingual Social Studies Teacher

Brooklyn Garment Workers' Center
6002 7th Avenue Brooklyn NY 11209

Phone: (718) 439-0660
Fax: (718) 439-0110

December 18, 1997

Ivy Au Tse, director
National Workplace Literacy Program
Chinatown Manpower Project
70 Mulberry Street
New York, NY 10013

Dear Ivy,

I am writing to thank you and the National Workplace Literacy Program of the Chinatown Manpower Project for providing us books entitled: "Garment-Related Bilingual (English & Chinese) Broadcast Lessons (Booklet 1)". Eighty garment workers from the Sunset Park Brooklyn Garment Workers' Center received the textbooks. I am sure all eighty of them will be greatly benefited from these materials.

Thank you again

Sincerely,

Joanna Cheng
Director

Staff Development Workshops that Ivy attended from May 1996 to September 1997

Title	Date	Facilitator/Organizer	Place
Leadership Style	6/3/96	Charles Lai Executive Director CMP	CMP,NYC
How to Make a Wise Financial Plan	6/7/96	Susan Wang, Investment Consultant Citibank, N.A.	CMP, NYC
Working with Multi-Level Classes	6/17/96	Claudia McCormack Coordinator of Staff Development Literacy Assistance Center	CMP, NYC
Teach in Conference for Welfare Reform Law	9/11/96	Asian American Federation	NYC
NETWORK Conference on Work-based Learning & Literacy	11/9 to 11/12/96	NETWORK	Cleveland
Management Skills	1/22/97	Staff Development Personnel, UPS	CMP, NYC
Getting Gov't Grants	2/13/97	Support Center for Nonprofit Management	NYC
Second Annual Workplace Learning Conference: Shaping the Future	4/27 to 4/29/97	Center on Education and Work	Milwaukee
NWLP Meeting	4/27 to 4/30/97	U.S. Dept. of Ed.	Milwaukee
NYC Conference on Immigration	6/9 to 6/10/97	Rudolph Giuliani Mayor, NYC	NYC and Ellis Island
Reading Dynamics	9/10/97	Fred Pryor Seminars	NYC

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List of Workshops Eileen Zhang Attended from March 1996 to October 1997

Date	Topic of Workshop
3/27-5/24/96	Workshop: How to Lose Your Accent Adult Continuing Education Program Murry Bergtraum, 411, Pearl Street, New York, NY
4/4/96	Workshop: How to Protect Yourself Police officer from 7th Princet Chinatown Manpower Project, Inc. 70 Mulberry Street, New York, NY
6/12-6/13/96	Workshop: Service Works The Private Industry Council of the City of New York 17 Battery Place 5/F, New York, NY
6/21/96	Workshop: Work with Multi-level Class Facilitator: Claudia McCormack, Literacy Assistance Center, Inc. Chinatown Manpower Project, Inc. 70 Mulberry Street, New York, NY
11/10-11/12/96	1996 NETWORK Conference "Work-Based Learning & Literacy: The Cornerstones of America's Workforce By NETWORK Cleveland, Ohio
3/3/97	Seminar: Communication Skills for Women By Fred Pryor Seminars Holiday Inn, 440 W. 57th Street, New York, NY
3/5/97	Class Observation: ESL Lessons of Super Sewer Class Garment Industry Development Corporation High School of Fashion Industry, 223, W 24th Street, New York, NY
4/4/97	Workshop: Integrating Phonics and Whole Language By Claudia McCormack, Coordinator of Staff Development Literacy & Learning Center, Inc. 84 William Street, 14th Floor, New York, NY
4/15 & 4/17	Computer Training: Excel Chinatown Manpower Project, Inc. 70 Mulberry Street, New York, NY
4/30/97	Workshop: Social Security Insurance P.S. 124 Auditorium, 40 Division Street, New York, NY
9/10/97	Seminar: Reading Dynamics By Fred Pryor Seminars The Warnick Hotel, 65 West 54th Street, New York, NY
10/23/97	Workshop: Motivation and Team Work By Tony Valsamakis, UPS Staff Development Personnel Chinatown Manpower Project, Inc. 70 Mulberry Street, New York, NY

LOCAL 23-25

BLOUSE, SKIRT, SPORTSWEAR, CHILDREN'S WEAR
AND ALLIED WORKERS' UNION

EDGAR ROMNEY
MANAGER
HARRIS ZINN
ASSOCIATE MANAGER

February 12, 1998

Ivy Au Tse, Director
Workplace Literacy Program
Chinatown Manpower Project
70 Mulberry Street
New York, NY 10013

Dear Mrs. Tse:

I am writing on behalf of Local 23-25's staff especially in the Education Department as well as thousands of Chinese immigrant union members to express our appreciation for the successful workplace literacy program CMP has implemented for the garment industry during the past several years, since 1992.

Local 23-25 has been a proud partner in this program since its inception. In a very difficult time when union factories are struggling against the re-emergence of sweatshops, I have been especially grateful to work with a community-based organization on this important project. Through your program, thousands of Chinese immigrant workers have been able to increase their English skills, including the special vocabulary of the garment factory. This has put them on the road to be able to understand their rights in the American workplace, and to exercise their rights as new citizens. Worker education is a critical part of the fight against sweatshops. The workplace content of CMP's lessons has made a unique contribution to the Chinese immigrant community in New York, as well as in many other urban areas around the country where there are garment factories.

In addition to the contributions CMP has made to informing and educating garment workers, another important aspect of the program for us has been the development of wonderful new curriculum. Local 23-25 and our parent union, UNITE, have several large literacy and educational programs of our own. All of the curriculum materials, including radio program and books, teacher's guides, TV lessons and videotapes have provided a great new resource for the union's literacy teachers and students. CMP's creative use of the community media have broadened the dissemination of these important materials to a wide audience.

Finally, I want to congratulate Ivy Au Tse for your leadership and strong direction of this program. You have been incredibly hard-working and effective in attracting the strongest attention and support from all sectors for this program. I have enjoyed

275 SEVENTH AVE.
NEW YORK, NY 10001

UNITE!
UNION OF NEEDLETRADES, INDUSTRIAL AND TEXTILE EMPLOYEES, AFL-CIO
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and admired your dedication and partnership in many meetings I attended with you at CMP and in Washington, DC and other places where you have taken the project "on the road." Best wishes to you in your continued efforts in the field of workplace literacy, and please feel free to call on me for any information or support you may need for your future projects.

Sincerely,

May Ying Chen

May Ying Chen
Education Director

GARMENT INDUSTRY DEVELOPMENT CORPORATION

275 SEVENTH AVENUE
NINTH FLOOR
NEW YORK, N.Y. 10001
PHONE: (212) 366-6160
FAX: (212) 366-6162

March 30, 1998

Ivy Au Tse
Director, Workplace Literacy Program
Chinatown Manpower Inc.
70 Mulberry Street
New York, NY 10013

Dear Ivy:

As the Director of Education and Training at the Garment Industry Development Corporation (GIDC), I am writing to commend you and your staff for your excellent work with the Workplace Literacy Program. GIDC is a non-profit consortium of labor, industry and government dedicated to providing assistance to the New York apparel industry and it 90,000 workers. We have been proud to participate as advisors to your program and are very pleased with the scope and quality of the educational services that you have provided to members of our constituency.

The content of the Workplace Literacy curriculum is very beneficial to garment industry workers. Though this content-based instruction, participants not only improved their English skills, but also learned about the manufacturing process, apparel production skills, opportunities for career advancement, safety and health, employee rights under the Fair Labor Standards Act, etc. Knowledge of these topics helps workers to develop job skills and to become more valuable in the job market. Furthermore, by improving their English language skills, workers can look for better remunerated work in businesses where the language of the production floor or sample room is English.

Congratulations on your six years of service to garment workers in our community. The thousands of individuals reached by your program through classroom instruction, and radio and television broadcasting has surely reaped tremendous benefits from this quality program.

Sincerely,

Linda Dworak

Linda Dworak
Director of Education and Training

華埠人力中心
Chinatown Manpower Project, Inc.

70 MULBERRY STREET
NEW YORK, N.Y. 10013-4499
TEL: (212) 571-1690 FAX: (212) 571-1686

November 21, 1997

Ms. Allison Hill
National Workplace Literacy Program
Program Specialist
U.S. Department of Education
600 Independence Avenue, SW
Mary E. Switzer Building, Room 4517
Washington, D.C., 20202-7242

Dear Ms. Hill:

Re: V198A40086-96, Program Officer: Mr. James Parker

With reference to your recent letter, I am submitting the information of my program materials/products for your record.

1) **Title:** From Theory to Practice: A Set of Garment-Related ESL Curriculum

Product Description: This document describes how a set of workplace literacy curriculum was developed for Chinese garment workers in New York City. First, it discusses the goal of the workplace literacy program and the nature of the population served. Then, it proceeds to discuss the rationale and research procedures of how the curriculum was being developed. At the end, a set of instructional curriculum materials, a list of resources, and a list of textbooks used in the program are all enclosed. This document (208 pages) has been sent to ERIC for dissemination.

2) **Title:** National Workplace Literacy Program Garment-Related Bilingual (English & Chinese) Broadcast Lessons (Booklet I and Booklet II) and (Audio Tapes 1 & 2); first edition in May 1993 and second edition in March 1996. These have been sent to ERIC for dissemination.

Product Description: These two booklets consist of 100 short garment-related bilingual (English & Chinese) conversational ESL lessons with focus on teaching basic garment-related terminologies and their usage in each lesson. There is a review lesson of garment-related terminologies taught in the previous four lessons. These lessons are recorded into two audio tapes by an American lady for the English part and a Chinese lady for the Cantonese (a very popular Chinese dialect) part.

Copyright: Yes

3) **Title:** From Classroom to Computer Screen: NWLP Software A Set of Computerized Garment-Related Bilingual (English and Chinese) Literacy Lessons

Product Description: This document (138 pages) describes how NWLP Software was developed for Chinese garment workers in New York City. First, it discusses the goal of the workplace literacy program and the nature of the population served. Then, it indicates how NWLP Software was designed to supplement the NWLP curriculum and to reinforce the classroom instruction. A set of computerized garment-related bilingual lessons directly printed out from the computer are attached and six floppy disks are enclosed for installation. Computer system requirement, configuration and software installation procedures are stated.

Copyright: Yes

4) **Title:** National Workplace Literacy Program Garment-Related Bilingual (English & Chinese) T.V. Broadcast Lessons Book I (Episode 1-15) with two video tapes. The book has been sent to ERIC for dissemination.

Product Description: The two video tapes of 15 TV broadcast lessons cover topics like "Job Titles and Descriptions", "Garment-Making Process", "Women's Clothing", "Men's Clothing", "Principal Parts of a Sewing Machine", "Sewing Techniques", "Closures", "Different Parts of a Garment", "Measurement and Size", "Fabric Materials and Care Instructions", etc. Each lesson is approximately 10 to 15 minutes in length. The lessons usually begin with a hostess introducing basic garment-related English terms. It is then followed by a real life story incorporating the new vocabulary and their usage. Finally, at the end of the lesson, there is a review of the garment-related terminologies. To facilitate the learning process, all the lessons have English and Chinese subtitles. The book contains the original content of the TV lessons, a glossary of garment-related terminologies, and 15 review tests with correct answers.

Copyright: Yes

5) **Title:** National Workplace Literacy Program Garment-Related Bilingual (English & Chinese) T.V. Broadcast Lessons Book II (Episode 16-27) with two video tapes. The book is now being typeset and the video tapes are being produced.

Product Description: The format of this series of 12 TV broadcast lessons is the same as the above but it covers different topics e.g. "Colors and Patterns", "Safety at Work", "Reading a Pay Stub", "Job Search", "Job Application Form", and "Job Interview", etc.

Copyright: Being processed

If you have any questions concerning our products, please feel free to call me at (212) 571-1694 ext. 122.

Sincerely,

Ivy Au Tse
Project Director
Nat'l Workplace Literacy Program

c.c. Mr. James Parker, Program Officer, U.S. Dept. of Education
Mr. George Sewell, Interim Executive Director of CMP